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ABSTRACT

This booklet is designed to provide information about a multimedia self-instructional, first-year college course in French. The booklet consists of excerpts from the Instructor's Manual that: (1) describe the course, the criterion tests and the procedure for working through the videocassettes and tape recordings; and (2) give the overall objectives for the course and specific objectives for a number of the units. Two tables give the average percentage correct on tests given to students who used the course. A price schedule (including ordering address) and a sales agreement are also provided. (RM)

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University of Wisconsin Center System

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OFFICE OF
INSTRUCTIONAL DEVELOPMENT

March 15, 1976

BEGINNING FRENCH/BEGINNING FRENCH TWO

FACTBOOK

This booklet is designed to provide information about the multi-media self-instructional first-year college course in French. BEGINNING FRENCH is the title given to the first semester (17 units), and BEGINNING FRENCH TWO refers to the second semester (15 units). The course is self-contained in that all material included in a standard first-year French course at the college level is provided. However, the course is not completely self-administerable since an expert in the French language is necessary to evaluate student progress at the completion of each unit. However, this task need not be done in person. The complete course system is explained in the excerpts from the BEGINNING FRENCH Instructor's Manual.

Uses of BEGINNING FRENCH/BEGINNING FRENCH TWO are as follows:

1. First-year French may be offered to students who are remotely located from the French language expert evaluating them.

2. The course provides an instructor in residence with complete materials for individual student learning, enabling the instructor to handle more students and to have additional time for individual help and conversation sessions.

3. Review of specific concepts can be handled easily since the course consists of self-contained modules (units).

4. Individualized instruction can become a reality regardless of the number of students taking the course.

If, after studying the documents in this booklet, you wish to learn more about BEGINNING FRENCH/BEGINNING FRENCH TWO, the Office of Instructional Development will be happy to loan a packet of actual course materials upon request.

Questions may be addressed to:

Dr. B. Eugene Koskey, Director
Office of Instructional Development
University of Wisconsin Center System
602 State Street
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Phone: (608) 263-4055

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EXCERPTS

BEGINNING FRENCH

Instructor's Manual

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Office of Instructional Development
University of Wisconsin Center System
Madison, Wisconsin

PREFACE

This Instructor's Manual contains information which is essential to the administration of BEGINNING FRENCH. Detailed information regarding philosophy and administration is found in the Course Description. The manual also contains the overall objectives of the course, all Unit objectives, objectives for Part A (videocassettes), and for Part C (programmed texts). The Unit objectives are those which should be accomplished after having worked through the entire unit.

This manual also contains all testing materials--criterion tests for Parts A, C, and E, and answer keys for Parts A, C, D, and E. Criterion Test E requires the Criterion Test E audiocassette as well as the materials in this manual for complete evaluation of each unit. Also, there are three Cumulative Tests, A, B, and C. The A test is to be used after Unit VI, the B test after Unit XII, and the C test after Unit XVII. The cumulative and criterion tests are printed on one side of the page only to facilitate duplication for student use. It is suggested that after these pages have been used initially for duplication, they be returned to this volume for safekeeping.

At the end of this manual is found a sample student grade report form which may be helpful in record keeping.

If there are any questions which are not answered in either this publication or the two student publications--BEGINNING FRENCH Parts B, D, and E: Workbook, and BEGINNING FRENCH Part C: Programmed Text--inquiries may be addressed to:

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COURSE DESCRIPTION

APPROACH

The course BEGINNING FRENCH presents a balanced approach to learning the four linguistic skills. Since learning a second language is, in part, a cognitive process, grammatical concepts have been presented with the greatest possible clarity in mind. If not provided with rules, students tend to fabricate their own; and to the extent that grammar explains language, it can become a powerful tool for creating more language. Because most students have a very scanty knowledge of English grammar, brief introductions to the names and functions of English parts of speech have also been included.

Of course, the learning of a new language is not simply the acquisition of a mass of information about that language. In addition, and decidedly more importantly, it is a process which must result in satisfactory performance in reading, writing, speaking, and understanding. The course provides for both written and spoken exercises which demand some mental activity on the part of the student beyond mere slot-filling. From the more simple drills through reading, composition, and aural/oral exercises aimed at achieving a synthesis of all components, the student is systematically guided through a variety of activities intended to promote formation of linguistic habits and mastery of the four skills.

BEGINNING FRENCH (and BEGINNING FRENCH TWO) vocabulary and its treatment are built around themes which are universal in western culture. This implicit emphasis on what the French and Americans have in common is judged to be more significant to first-year students than often-found emphases upon their differences. On the other hand, this approach is by no means a denial of the importance of French cultural and historical differences, since it is intended that a second year of study deal with those aspects of the French milieu. However, as the embodiment of a culture, it follows that language is of itself sufficient content for the first-year course.

The arrangement of the content of BEGINNING FRENCH and BEGINNING FRENCH TWO will not necessarily correspond to any previously-used order. However, the material is arranged in a systematic, step-by-step progression, and presents all of the standard content of a first-year course in college French.

SEQUENCE

BEGINNING FRENCH is a complete one-semester course in French consisting of seventeen units. Each unit is comprised of a color videocassette (A), a pronunciation tape (B), a programmed text (C), exercises (D), and a practice tape (E). These "modules" are cumulative, i.e., each builds upon the content of the previous one. The videocassette (A) introduces the content of the unit, the pronunciation tape (B) drills on the pronunciation of new words and phrases, the programmed text (C) concentrates primarily on the grammatical concepts of the unit, the exercises (D) help to translate the concepts into reading and written performance, and the practice tape (E) helps to translate the concepts into listening and speaking performance. Therefore, in order to derive the maximum amount of learning from each unit, each module of that unit must be worked through in the prescribed sequence:

A Videocassette
B Pronunciation Tape
C Programmed Text
D Exercises
E Practice Tape

Each module is labeled with the unit number and the appropriate letter designation from the above listing. For example, the Videocassette for the first unit is designated IA, the Programmed Text for the seventh unit is labeled VIIC, the Exercises for the twelfth unit is designated XIID, etc. To work through the units or modules out of sequence would not only make it very difficult to learn the material, but also would prove utterly confusing. This fact cannot be impressed upon students too strongly.

CRITERION TESTS

After each of three modules, A[1], C. and E, the instructor or monitor[2] administers a short criterion test. These criterion tests cover <u>all</u> essential information found in the module rather than merely sampling it. The student must take <u>and pass</u> the criterion test for a module <u>before</u> proceeding to the next module. If students are conscientious in working through each module, they should have little trouble in achieving a passing score. However, should a student score less than the prescribed passing level, he/she should go back through the module again and retake the test. There should be no penalty for retaking a test as often as is necessary to pass it.

PROCEDURE FOR WORKING THROUGH EACH UNIT

The videocassette (A) is self-contained, but requires a U-Matic 3/4" videocassette playback machine and a suitable color television monitor (receiver) to view it. If a color monitor is not available, a black and white receiver may be used. There should be no note-taking during the viewing of the videocassette. Such activity tends to prevent the student from gaining maximum learning from the tape.

[1]optional

[2]a responsible person with little or no background in French

Whenever one concentrates on taking notes, his/her attention is taken away from the video screen and important points are very likely to be missed. At the end of each videocassette program, the audio portion of Criterion Test A will be found. This optional test, which also contains a written portion and is found in this manual, is included as a self-evaluation tool for students. If used, its results should not be included in the formal grading process.

The appropriate test forms for all criterion tests are found in this Instructor's Manual. They are to be removed from this volume, duplicated for student use, and returned for safekeeping. Answer keys are also found in this manual, with the passing score listed on each. Any student failing to achieve a passing score should go through the module again and retake the test without penalty.

After the student has viewed Videocassette A, he/she is ready for Pronunciation Tape B. This audiocassette is a dual-track tape and should be used on a dual-track language lab audiocassette recorder. One track contains pre-recorded instructions and examples for the student to emulate. The other track is reserved for the student to record his/her own pronunciation to listen to later and compare with that of the pre-recorded track. More detailed instructions will be given on each audiocassette. The appropriate pages for Pronunciation Tape B in the Workbook are to be used in conjunction with the tape. The Workbook also contains student written material for Parts D and E.

After the student feels he/she can adequately associate the French sounds with their written representation, as well as pronounce them correctly, he/she is ready to begin the programmed text (C). After working through the programmed text and filling the blanks, each student should consult the list of objectives immediately following that unit to determine whether or not he/she has achieved them. If the student feels somewhat shaky about any objective, he/she should go back over the frames listed at the end of the objective statement. When the student feels ready, he/she should then take Criterion Test C.

After having taken and passed Criterion Test C, the student is ready to work through the exercises (D). Although some of these exercises have an answer key found in the Instructor's Manual, and therefore may be evaluated by a monitor, many must be evaluated by a French instructor.

After Exercises D have been completed, the Practice Tape E should be worked through a few times in conjunction with the appropriate pages for Practice Tape E in the Workbook. This tape, like Pronunciation Tape B, is a dual-track

audiocassette and should be used on a dual-track language lab audiocassette recorder. When the student is confident that he/she has mastered the material and performance requirements of Practice Tape E, he/she is ready to take Criterion Test E. This criterion test utilizes an audiocassette and a Criterion Test E test form from the Instructor's Manual. Two important points to remember about this test are (1) it should be accomplished with student responses made within the time allowed on the pre-recorded tape without rewinding and going over any spot again, and (2) a French instructor is required to evaluate it. A Criterion Test E Answer Key is provided in this Manual to assist in this evaluation.

Each module must be worked through in the proper sequence without going on to the next step before successfully having mastered the previous one. Although the sequence, as described in the above narrative, may seem somewhat formidable, experience has shown that many students are able to go through it in less time than is taken in a conventionally-taught course. Once a student gets into the routine, his/her pace will quicken and efficiency will improve.

OUTLINE OF UNIT PROCEDURE

Step	Description	Materials	Persons
1	Videocassette A	Videocassette	Student
2	Criterion Test A[1]	Instructor's Man.	Student
3	Evaluate Cr. Test A	Instructor's Man.	Monitor
4	Pronunciation Tape B	Tape B/Workbook	Student
5	Programmed Text C	Programmed Text	Student
6	Criterion Test C	Instructor's Man.	Student/Monitor
7	Evaluate Cr. Test C	Instructor's Man.	Monitor
8	Exercises D	Workbook	Student
9	Evaluate Exercises	Instructor's Man.[2]	Monitor/Instructor
10	Practice Tape E	Tape E/Workbook	Student
11	Criterion Test E	Cr. Test E/Instr. Man.	Student/Monitor
12	Evaluate Cr. Test E	Instructor's Man.	Instructor

STAFFING

The above description has been set up in terms of differentiated staffing to allow the French instructor to be relieved of those duties which can be accomplished by someone with limited or no background in the language. However, it must be stressed that monitors should not answer content questions, but refer them to the instructor. This system of instruction enables a resident French instructor to serve more students than might be served by conventional instruction while, at the same time, creating more free instructor time which can be spent in conversation sessions.

[1]Optional.

[2]Some exercises have answer keys; others must be evaluated by a French instructor.

SCHEDULING

In some situations, it may be necessary to fit the seventeen units into less than seventeen weeks. If the time allotted is as little as fifteen weeks, it is suggested that Unit I be scheduled by the first week, Units II and III the second week, Units IV and V the third week, and one unit a week thereafter. Since Units II and IV deal strictly with pronunciation, they can be negotiated relatively quickly and will not produce excess problems when paired with the initial grammar units. However, students should be cautioned that the units must be taken in the proper sequence and will require more effort during those two weeks than may be required thereafter.

ENTERING BEHAVIOR

In order for a student to successfully complete BEGINNING FRENCH, he/she should possess a tenth grade reading level and have sufficient command of English to be able to write a short story which is technically correct and adequately communicates its content. However, the instructions which appear at the beginning of the workbook and programmed text have been judged to be of a college freshman reading level. Therefore, students with only a tenth grade reading level may require some assistance in comprehending those instructions.

BEGINNING FRENCH

OBJECTIVES

After having completed the BEGINNING FRENCH course, each student should be able to:

1. use a French vocabulary of 1,000 words minimum (including such morphs as conjugated verb endings);

2. understand and compose oral and written French clauses made up of the following elements of speech:

    a. the vowel sounds; the consonants c, r, f, and l in final position
    b. the letter combinations eu, ou, and oi; the nasal sounds; cognates; masculine and feminine nouns; numbers from one through twelve
    c. subject pronouns; the present tense of être and of regular -er verbs
    d. the consonant sounds represented by the following spellings: s, z, ss, t, c, ç, k, qu, j, g, gn, ch, tt, th
    e. the present tense of avoir; indefinite, definite, and partitive articles
    f. negations; est-ce que; inversion
    g. descriptive adjectives (comparative and superlative)
    h. prepositions
    i. reflexive verbs
    j. the future tense
    k. possessive adjectives and pronouns
    l. the imperative; stressed pronouns
    m. direct object pronouns
    n. indirect object pronouns
    o. demonstrative adjectives and pronouns
    p. the past participle; the compound past with avoir
    q. the compound past with être; and

3. satisfactorily pronounce all the material introduced in BEGINNING FRENCH.

UNIT I

OBJECTIVES

After working through all parts of Unit I, each student should be able to:

1. give a total of 13 French sounds, pronounce all 13 satisfactorily;*
2. given the 25 possible spellings of these 13 sounds, pronounce all 25 spellings satisfactorily;
3. upon hearing the 13 sounds within the context of 48 French words, spell all 13 sounds correctly;
4. upon seeing the 48 French words in print, pronounce all 13 sounds within the context of these 48 words satisfactorily; and
5. identify the meaning of the 48 vocabulary items introduced in Unit I.

UNIT IA

OBJECTIVES

After viewing this videotape, each student should be able to:

1. upon hearing 13 French sounds within the context of French words, identify the 25 possible spellings of those 13 sounds;
2. upon seeing the 25 possible spellings of 13 French sounds, identify the 13 sounds generated by those 25 spellings; and
3. identify the meaning of the 48 French words introduced in Unit IA.

UNIT IC

OBJECTIVES

After working through this Programmed Test, each student should be able to:

1. state the number of basic sounds in English and in French;
2. describe the relationship of sounds to spellings and spellings to sounds;
3. name the six French vowels;

*the level of achievement represented by the word "satisfactorily" will be determined by the French instructor in charge.

4. recognize the French spelling that sounds approximately like the o in the English word dot;

5. describe the function of accent marks in French;

6. recognize the two French spellings which sound approximately like the o in the English word on;

7. recognize the three French spellings which sound approximately like the e in the English word arithmetic;

8. state the rule about the sound of e in final position;

9. recognize the five French spellings which sound approximately like the e in the English word best;

10. recognize the three French spellings which sound approximately like the a in the English word bay;

11. recognize the two French spellings which sound approximately like the i in the English word machine;

12. recognize the French spelling which sounds approximately like the u in the English word cut;

13. recognize the six French spellings which sound approximately like the o in the English boat;

14. pronounce the French sound represented by the letter u;

15. state which final consonants are not silent;

16. of the silent final consonants, state which three are most frequently encountered; and

17. identify the meaning of the 48 vocabulary items introduced in Unit I.

UNIT II

OBJECTIVES

After working through all parts of Unit II, each student should be able to:

1. given a total of 7 French sounds, pronounce all 7 satisfactorily;

2. given the 20 possible spellings of these 7 sounds, pronounce all 20 spellings satisfactorily;

UNIT XVII

OBJECTIVES

After working through all parts of Unit XVII, each student should be able to:

1. state and use the rule of agreement of the past participle of all verbs conjugated with avoir;
2. form the compound past of all reflexive verbs;
3. state and use the rule of agreement of the past participle of all reflexive verbs;
4. form the compound past of verbs of indefinite motion when they do not have a direct object;
5. form the compound past of verbs of indefinite motion when they have a direct object;
6. state and use the rules of agreement of verbs of indefinite motion conjugated with être;
7. state and use the French for ago;
8. state and use the French equivalent of the English phrase made of;
9. identify the meaning of the 65 vocabulary items introduced in Unit XVII; and
10. satisfactorily pronounce the 71 words and idiomatic or grammatical items introduced in Unit XVII.

UNIT XVIIA

OBJECTIVES

After viewing this videotape, each student should be able to:

1. identify all 6 persons of the compound past of reflexive verbs;
2. identify all 6 persons of the compound past of verbs of indefinite motion;
3. identify the compound past structure when used with direct or indirect object pronouns within the context of affirmative, interrogative, negative, or interrogative negative sentences; and
4. identify the meaning of the 60 French words introduced in Unit XVIIA.

UNIT XVIIC

OBJECTIVES

After working through this Programmed Text, each student should be able to:

1. state the rule regarding the agreement of the past participle when used as an adjective;
2. define and identify direct objects and indirect objects;
3. state the rule regarding the agreement of the past participle with the direct object of a sentence in the compound past with avoir;
4. state which auxiliary verb is used to form the compound past of all reflexive verbs;
5. state when the past participle of a reflexive verb in the compound past agrees with the reflexive pronoun;
6. state which auxiliary verb is used to form the compound past of verbs that can be either reflexive or non-reflexive;
7. state which auxiliary verb is used to form the compound past of verbs of indefinite motion;
8. state the rule regarding the agreement of the past participle of verbs of indefinite motion;
9. give the French for to arrive and to enter and state what kind of verb they are considered to be;
10. give the French for to be born and to die and state what kind of verb they are considered to be;
11. give the French for ago;
12. give the French for to fall and to fall again and state what kind of verb they are considered to be;
13. give the French for to go down and state what kind of verb it is considered to be;
14. state which auxiliary verb is used to form the compound past of monter and descendre when these verbs have a direct object;
15. state which preposition is used to introduce the name of a material out of which something is made; and
16. identify the meaning of the 65 vocabulary items introduced in Unit XVII.

BEGINNING FRENCH TWO

OBJECTIVES

After having completed BEGINNING FRENCH TWO, each student should be able to:

1. use a French vocabulary of 1,000 words minimum, in addition to those learned in BEGINNING FRENCH (including such morphs as conjugated verb endings);

2. understand and compose oral and written French clauses made up of the following elements:

    a. the imperfect tense
    b. the relative pronouns qui, que, dont, où, lequel
    c. interrogative adjectives and pronouns
    d. the pluperfect tense
    e. the past infinitive
    f. the present participle
    g. ordinal numbers
    h. the present and past conditional
    i. adverbs (formation, comparison and position)
    j. the use of two object pronouns
    k. the passive voice
    l. the present and past subjunctive
    m. indirect discourse
    n. causative faire
    o. expressions of time (pendant que, depuis que, il y a, dans, après que)
    p. double negations
    q. the future perfect
    r. the simple past
    s. the sequence of tenses; and

3. satisfactorily pronounce all the material introduced in BEGINNING FRENCH TWO.

FIGURE 3

Average Percentage Correct on Criterion Tests for Twenty-seven Students Completing Twelve Units During Fall Semester, 1975

UNIT	VIDEOTAPE A	PROGRAMMED TEXT C	AUDIOTAPE E	SUBJECT MATTER
I	54.2	92.1	96.7	pronunciation
II	56.4	95.9	80.0	pronunciation and counting
III	88.3	96.6	80.0	être, aimer, and pronoun subjects
IV	66.7	92.5	76.7	pronunciation
V	92.9	91.3	80.0	avoir, definite and indefinate articles
VI	89.3	93.9	76.7	negations and interrogations
VII	77.4	90.1	80.0	descriptive adjectives
VIII	97.1	90.9	70.0	aller, faire, and prepositions
IX	88.9	93.2	70.0	entendre and reflexive verbs
X	85.1	88.2	70.0	the future tense
XI	89.3	92.2	66.7	dormir, possessive adjectives and pronouns
XII	87.5	92.0	66.7	choisir, imperative and stressed pronouns

FIGURE 4

Average Percentage Correct on Cumulative Test A
for Twenty-one Students During
Fall Semester, 1975

SKILL	PERCENTAGE
Listening	88.8
Speaking	89.2
Writing	81.6
Reading	88.2

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OFFICE OF
INSTRUCTIONAL DEVELOPMENT

BEGINNING FRENCH/BEGINNING FRENCH TWO
(First Year College French)

PRICE SCHEDULE

Each complete full year package of materials includes:

- 32 videotapes, either 3/4" U-Matic cassettes or 2" quadruplex tapes, averaging 40 minutes per program;
- 102 audiocassettes to be used as duplication masters*;
- 2 workbooks, one for each semester;
- 2 programmed texts, one for each semester; and
- 2 instructor's manuals, one for each semester.

Outright Purchase, Videocassette Package	$ 7,500.00
Lease For One Calendar Year**	3,500.00
Broadcast Use	
2" quadruplex videotapes for one-time airing and return; all other materials retained by lessee	10,500.00***
2" quadruplex videotapes for one-time airing and return; full videocassette package retained by lessee	14,000.00
Additional Videocassette Sets	900.00 + shipping

Books

BEGINNING FRENCH Parts B, D, & E: Workbook, each	$ 4.85
BEGINNING FRENCH Part C: Programmed Text	11.85
BEGINNING FRENCH Instructor's Manual	10.00
BEGINNING FRENCH TWO Parts B, D, & E: Workbook	4.85
BEGINNING FRENCH TWO Part C: Programmed Text	7.50
BEGINNING FRENCH TWO Instructor's Manual	10.00

NOTE: Purchase of BEGINNING FRENCH/BEGINNING FRENCH TWO includes the rights to duplicate all audiotapes and testing materials only. Rights do not extend to duplicating videotapes or other printed matter. However, additional videocassettes are available at our cost plus handling.

*for 7 1/2 ips open reel audiotape masters, add $195.00 per package
**charges for one year's lease may be applied to the purchase price of the package
***special rates are available upon request for consortia, etc.

BEGINNING FRENCH VIGNETTES

+ OVER ONE HUNDRED VIGNETTES FROM THE MEDIATED COURSE BEGINNING FRENCH/BEGINNING FRENCH TWO ON 4 VIDEOCASSETTES!

+ INCLUDES ALL SCRIPTS IN A SPECIAL LOOSE-LEAF BINDER!

+ ORGANIZED INTO THIRTY-TWO CONCEPTUAL AREAS FOLLOWING THE UNITS OF THE FIRST-YEAR COURSE!

+ 197 MINUTES OF FRENCH FUN AND LEARNING!

4 1	3/4" U-Matic Videocassettes Vignettes Scriptbook	$555.00
	Additional Scriptbooks, each	$ 15.00

For additional information, contact:

Dr. B. Eugene Koskey, Director
Office of Instructional Development
University of Wisconsin Center System
602 State Street
Madison, Wisconsin 53706
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OFFICE OF
INSTRUCTIONAL DEVELOPMENT

INSTRUCTIONAL MATERIALS SALES AGREEMENT

The Board of Regents of the University of Wisconsin System (University of Wisconsin Center System) hereinafter referred to as "seller," hereby enters into this sales agreement with _____, hereinafter referred to as "buyer," for the purposes of clearly defining the seller's and buyer's rights with respect to the purchase of BEGINNING FRENCH/BEGINNING FRENCH TWO, a one-year mediated course in elementary French. The course consists of a total of 32 units, each containing five different modules: a videocassette, a pronunciation tape, a programmed text, a set of exercises, and a practice tape. All videocassette, programmed text, and practice tape modules are accompanied by criterion tests and accompanying answer keys. Six cumulative tests with accompanying answer keys complete the materials package.

The seller:

(1) agrees to provide the buyer with one copy of all materials for the one-year course:
- 32 videocassettes,
- 102 audiocassettes, and
- 6 books -
  - 1 BEGINNING FRENCH Parts B,D,& E: Workbook
  - 1 BEGINNING FRENCH Part C: Programmed Text
  - 1 BEGINNING FRENCH Instructor's Manual
  - 1 BEGINNING FRENCH TWO Parts B,D,& E: Workbook
  - 1 BEGINNING FRENCH TWO Part C: Programmed Text
  - 1 BEGINNING FRENCH TWO Instructor's Manual

(2) agrees to make available at cost additional copies of materials as replacements of damaged copies or for other purposes upon request;

(3) affirms that this is an outright sale which entitles the buyer to use the materials for any educational purpose;

(4) does not authorize the buyer to make copies of any videocassette or any printed materials other than test materials;

(5) affirms that the buyer has the right to make multiple copies of all audiocassette materials and all test materials which appear in the Instructor's Manuals; and

(6) affirms that the materials are the latest version of the course and have been revised by the mediated French project staff as a result of testing the original materials on actual students and comparing these results with the stated objectives only.

The buyer agrees:

(1) to pay the seller a sum of $7,500.00 for the materials as described in the seller's obligations stated in this agreement;

(2) that no duplication of any videocassette or any book, or any part or parts thereof, will be made, except for testing materials in Instructor's Manuals, at any time without written permission from the seller;

(3) that the sale of this course in no way obligates the seller to conduct further evaluation of the materials, or to produce and/or make available any subsequent materials;

(4) that the seller does not warrant the content, treatment, or presentation of the materials; and

(5) that the seller's obligations are limited to those stated in this agreement.

This agreement embodies the entire understanding of the seller and the buyer with respect to the sale of BEGINNING FRENCH/BEGINNING FRENCH TWO.

IN WITNESS THEREOF, the buyer and the seller have caused this agreement to be signed:

For the University of Wisconsin System:

_____ _____
Date

For _____:

_____ _____
Date